

**2004-2005 No Child Left Behind - Blue Ribbon Schools
Program**

U.S. Department of Education

Cover Sheet

Type of School: ☐ Elementary ☐ Middle ☐ High ☒ K-12

Name of Principal: Mr. Chris Ashbrook (Upper School)
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: The Independent School
(As it should appear in the official records)

School Mailing Address: 8317 E. Douglas
(If address is P.O. Box, also include street address)

Wichita KS 67207-1213
City State Zip Code+4 (9 digits total)
County Sedgwick School Code Number* 173-185

Telephone (316) 686-0152 Fax (316) 686-3918

Website/URL www.theindependentschool.com E-mail: norton75@swbell.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Karen Norton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name The Independent School Tel: (316) 686-0152

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

_____ Elementary schools

_____ Middle schools

_____ Junior high schools

_____ High schools

_____ Other

_____ TOTAL
2. District Per Pupil Expenditure: _____
- Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
4. one_____ Number of years the principal has been in her/his position at this school.

 two_____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	11	10	21		7	28	22	50
K	29	27	56		8	35	36	71
1	31	25	56		9	33	15	48
2	24	27	51		10	26	18	44
3	23	22	45		11	32	22	54
4	29	23	52		12	29	15	44
5	26	26	52		Other			
6	27	33	60					
				TOTAL STUDENTS IN THE APPLYING SCHOOL →				704

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school: 84% White
06% Black or African American
02% Hispanic or Latino
07% Asian/Pacific Islander
01% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	30
(4)	Total number of students in the school as of October 1 (same as in #5 above)	750
(5)	Subtotal in row (3) divided by total in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0 %
 5 Total Number Limited English

Proficient

Number of languages represented: 2

Specify languages: Japanese, French

9. Students eligible for free/reduced-priced meals: N/A %

Total number students who qualify: 45

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch

program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

When awarding financial aid, parents submit tax returns from the previous year to the School and Student Service for Financial Aid in Princeton, New Jersey. Using information supplied by the service, the school is told how much a family should be able to pay toward a private education. When an applying family's income is such that they cannot pay any money toward a private education, we consider them a low-income family. This is not always accurate, but it appears to be the most accurate assessment that we can make.

10. Students receiving special education services: 0 %
0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 7 </u>	<u> 0 </u>
Classroom teachers	<u> 57 </u>	<u> 10 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 1 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 2 </u>	<u> 1 </u>
Total number	<u> 68 </u>	<u> 12 </u>

12. Average school student-"classroom teacher" ratio: 9/1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96.3%	97.4%	97.7%	97.5%	97.5%
Daily teacher attendance	97.6%	97.1%	97.9%	96.9%	98.1%
Teacher turnover rate	15.5%	11.8%	10.2%	14.2%	11.5%
Student dropout rate (middle/high)	0%	0%	0.5%	0%	0%
Student drop-off rate (high school)	** -1.2%	* 1.8%	* 2.5%	** -4.1%	* 3.5%

*Positive student drop-off rate indicates more students enrolled during the year than withdrew.

**Negative student drop-off rate indicates more students withdrew than enrolled during the year.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>53</u>
Enrolled in a 4-year college or university	<u>92</u> %
Enrolled in a community college	<u>8</u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u> </u> %
Military service	<u> </u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

In 1980, founder Jean Kindel Garvey, an inspiring Wichita leader, decided to offer a new educational option to the people of Wichita. Her vision to create a school offering a college-preparatory education at a reasonable price began on September 2, 1980, with eight pioneering students in a 5000-square-foot nursing home. By 1984, her experiment had taken hold, and the school had reached capacity. The following September, a new 23,000 square-foot building opened at the current site, and since then, the school has added another 125,000 square feet of classroom space, a football field, a soccer complex, Discovery Place Preschool, Wichita Montessori School, and the Wichita Swim Club.

In the spring of 1986, one of Wichita's premier entrepreneurs led the faculty through a business planning session. The first order of business was to create a mission statement that remains largely unchanged today: The mission of The Independent School is to provide a superior private, cost-effective primary, middle, and college-preparatory education within a safe supportive environment conducive to the intellectual, emotional, and physical growth of each Independent student.

During the first ten years of its life, The Independent School gained a reputation for having a dynamic academic program with outstanding caring teachers. It became so popular that Mrs. Garvey's vision of a small school had to be expanded to include three sections of each elementary grade, a Middle School and an Upper School.

Since the addition of the Upper School in 1994, The Independent School's program has grown. Academically, the school is still reputed to be one of Wichita's finest. Since 1999, twelve students have been named National Merit Finalists, and another sixteen have been named Commended Scholars. Four students have been nominated to become Presidential Scholars, and in 2004, The Independent School's nominee was selected for the State of Kansas.

The activities program at The Independent School is extensive. A comprehensive sports program, beginning with intramurals in the third grade, allows students many opportunities for athletic participation. The athletic program includes ten Middle School sports and 15 Upper School sports for boys and girls; and state championships have been won in boys' golf and in girls' tennis.

Active chess teams in all three schools have competed at the Super-National tournaments around the country. Selected students participate in Math Counts activities, and in 2004, one of our students placed first in the State. The well-respected debate team has qualified for the Kansas State tournament for the past two years, taking third in 2003; and the off-shoot of debate, Mock Trial, qualified for the National tournament in Orlando in the spring of 2004. Scholars' Bowl took third in State in 2004, and the Hi-Q team has been in the top 16 for the past four years. Additionally, Upper School produces at least four drama productions per year, and in June, 2004, the Middle School appeared at Carnegie Hall with The Prairie Rose Wranglers.

One unique component of The Independent School's program is its dedication to community service. Lower School and Middle School students have several food or clothing drives throughout the year, and although each Upper School student is required to complete at least 50 hours of community service prior to graduation, many students well exceed the required number of hours.

In 2000, a Board of Directors was formed to begin the process of strategic and financial planning that would ensure the continuation of the school. Mrs. Garvey's journey that started with three teachers and eight students has grown to over 70 teachers proudly educating 704 students in over 150,000 square-feet of classroom space. Her vision of a cost-effective, private education with high standards within a warm nurturing environment is still topmost in the minds of those at The Independent School, and within the past 25 years, many of Wichita's finest students have passed through its doors.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Independent School takes very seriously its charge to improve student achievement and performance. Although teachers at the school utilize many methods of assessment, two methods make it possible to compare ourselves to other high-performing schools: state and national assessment measures.

The majority of graduates take the ACT test for college entrance. Of the 53 seniors who graduated in 2004, 50 of them took the ACT test. Despite the fact that the students in the class of 2004 were not as academically strong as their predecessors, their average scores on the ACT in both mathematics and reading placed them in the top 10% of the nation.

All students in grades 3-8 are administered the Stanford-9 battery of tests. Student scores are reported in percentiles. The average mean percentile scores of all grades places the Lower and Middle Schools in the top 10% of the nation in both reading and mathematics. The Stanford-9 tests are a comprehensive snapshot of student mastery, and although they are only one way to assess students, they do provide a benchmark for the school to gauge its curriculum.

Several years ago, the State of Kansas instituted a state assessment that was required of all State-accredited schools. Students in 5th, 8th, and 11th grades are administered the reading exam, and students in 4th, 7th, and 10th grade are administered the mathematics exam. High-performing schools receive a Certificate of Excellence for any of the particular curricular areas: reading, math, science, social studies, and writing. Student scores are reported as follows:

Exemplary: Students consistently demonstrate high performance. These students have a well-developed ability to apply knowledge and skills in all situations.

Advanced: Students frequently demonstrate high performance. These students effectively demonstrate the ability to apply knowledge and skills in most situations. They have a command of difficult, rigorous and challenging material.

Proficient: Students demonstrate a mastery of core skills. These students exhibit competence in applying knowledge and skills in most problem situations. They show evidence of solid performance.

Basic: Students who perform at the basic level on the Kansas State Assessments show partial mastery of fundamental skills. These students have a basic knowledge of content, but struggle in applying knowledge and skills in problem situations.

Unsatisfactory: Students who perform at the unsatisfactory level on the Kansas State Assessments demonstrate a lack of core knowledge, skills and concepts. Their command of the content is very limited and their ability to apply knowledge or demonstrate understanding is minimal.

Information on the State Assessments can be reviewed on two sites. The first site, www.cete.ku.edu, allows viewers to access specific district information. The second site, www.ksde.org, allows viewers to see state demographic information.

For the year 2003/2004, the 4th, 7th, and 10th grades received the Standard of Excellence in mathematics and the 5th and 11th grades received the Standard of Excellence in reading. In the tenth grade, 41% of all tenth graders scored at the exemplary level in mathematics, and 77% of all tenth graders scored at the proficient level or above. In the eleventh grade, 19% scored at the exemplary level, and 92.9% of the students scored at the proficient level or above on the reading test. Both of these scores place these students in the top 10% of Kansas students. Over the past five years, on the State Assessment tests, our students generally have shown an improvement in the percentage of students at or above the proficient level in both mathematics and reading.

2. Using assessment data is one of the primary ways the faculty at The Independent School fine-tunes both teaching style and curriculum. At the beginning of each year, faculty members review the results of all tests. Groups identify areas of need and strategize ways to improve their instruction. They also review the curriculum to make certain all areas are covered and that the curriculum is aligned with State standards. For example, after reviewing State assessment scores, teachers noticed that students do not perform as well on statistical questions, particularly at the Upper School level. Hence, an AP Statistics course was added for upper level math students, and teachers have increased exposure for all students to statistics and probability. In reviewing reading scores at the Middle School level, it became evident that lower level readers were improving, but the best readers could be challenged more. During departmental meetings and team meetings with Middle and Upper School English teachers it was decided not only to continue current strategies that have brought lower level readers up but also to add some more challenging material to the language arts curriculum to boost the best readers. In the Upper School, the results from the PSAT tests target not only top performers but also help teachers identify student weaknesses that can be addressed so that students can be successful in their post-graduate endeavors. Specific tutoring and preparation classes have been offered to students to help them be more successful on their college tests. As a result of this preparation, students are scoring higher on their PSAT, ACT, and SAT exams. Finally, assessment data is used during conference time to address specific student academic weaknesses or strengths.

3. Student performance is of utmost importance to the faculty and parents. Teachers use a variety of tools to communicate this performance with parents. In the Lower School, teachers communicate with a weekly class newsletter that usually includes an attached personal note. Every three weeks parents receive a grade update. Phone calls reporting both good news and bad news are standard, and with e-mail, some parents receive daily feedback about their students. In the Middle School, three-week reports, complete with grades and completed work, help parents and students understand their children's progress, while frequent phone calls and signed tests assist the effort. Additionally, homework is posted daily both on the website and on the telephone assignment hotline. In the Upper School, students receive 6 and 12-week progress reports and 18-week grade cards, and parents are called or e-mailed frequently. Additionally, all levels have mandatory conferences in October and optional conferences in February that give teachers, parents and students an opportunity to discuss strengths and weaknesses of students. The school community is very excited about a new software program that has been purchased which will allow parents to view their student's performance on a daily basis. With this software and all of the other strategies, all parties will be thoroughly informed about student performance.

Communication of assessment scores is handled several different ways. SAT-9 scores are mailed home, complete with explanatory information from teachers. Conferences are offered for any parents who care to discuss the SAT-9 scores. State assessment data is also mailed home to parents with an explanation of student performance, and conferences are held when necessary (particularly for students who score poorly). In the Upper School, the college counselor discusses with parents and students PSAT, ACT and SAT scores. Although we publish test scores to our own school community, we try to be sensitive to other schools in our area. Because it is perceived within Wichita that private schools have an unfair advantage, due to the fact that we do not have to admit every student, the school tries not to place heavy emphasis on all-school scores and prefer to highlight individual student performance.

4. Collaboration is a key concept for The Independent School, and it is important to share with others what has been successful. Teachers are frequent presenters at conferences. A number of the school's English teachers have presented workshops at the Kansas Association of Teachers of English Conference, the Middle School Head has presented workshops at the State and National North Central Conferences, and several of our faculty and staff members have presented sessions at the Kansas Association of Independent and Religious Schools Conference. This past summer our Latin professor spoke and collaborated with European colleagues at the 24th International Congress of Papyrologists in Helsinki, Finland. Through these experiences, the faculty has become well-known and respected.

Reaching new teachers is a key way to influence student performance, and the faculty has been working with Wichita State University to have students observe some of Kansas' best teachers in The Independent School classrooms. These same teachers have also taught classes and workshops at universities in the community, sharing their techniques and strengths. Through these workshops, experienced teachers have had an opportunity to meet and collaborate with new and experienced teachers.

One particularly creative teacher has published five books giving ideas for teaching reading to kindergarten children. Her books have been well-received, and numerous teachers ask to observe her classroom. Several other teachers have had articles published about their methods, and faculty members are encouraged to write about their impact on student learning.

Finally, through various professional associations, many of our staff members have opportunities for input. The Kansas State Professional Standards Board, the Kansas Association of Independent and Religious Schools, the North Central Association, and the Kansas Association for the Teachers of English all have The Independent School faculty members on their boards, and through these associations, they have had the opportunity to exchange ideas.

PART V – CURRICULUM AND INSTRUCTION

1. The Independent School utilizes a rigorous college-preparatory curriculum from pre-kindergarten through twelfth grade. Following is a description of each major curricular area:
 1. Language Arts. Since 1980, The Independent School has been an ardent supporter of phonics instruction. A strong phonics program, challenging readings, Accelerated Reader, summer reading assignments, required writing activities, and traditional grammar give students a solid reading foundation. Intensive vocabulary study begins in fourth grade, and in sixth grade, students begin literature analysis. After graduation from the Upper School, students will have read at least four Shakespeare plays, examined at least 40 novels and plays by numerous authors, composed at least two complete research papers and written more than forty two- to three-page papers. Oral presentations, humanities study, and grammar reviews complete the curriculum. Five English credits are required for graduation.
 2. Mathematics. An aggressive mathematics program allows students to work at various levels once the basics of math are mastered. By fifth grade, students are able to add, subtract, multiply and divide whole numbers, fractions, and decimals. A traditional approach, hands-on manipulatives and extensive problem solving models, build on mastery from the previous year. In the Middle School, various levels of math are offered, which encourage most students to enroll in Algebra I by eighth grade. For accelerated Middle School students, Upper School classes are available. Upper School math classes include Algebra I and II, Geometry, Pre-Calculus, Calculus, AP Calculus (AB and BC), AP Statistics, and College Algebra. Three units of math are required for graduation.
 3. Social Studies. In the early years, social studies is part of the reading program. Beginning in third grade, social studies becomes a graded subject. An extensive study of geography, United States history, and world cultures comprises the Lower School program. In the Middle School, Kansas, US and World History are examined further, and in the Upper School, students are required to take World Geography, US History, World History, and US Government. Optional courses include Economics, Psychology, and AP sections of US History and US Government. Three social studies credits are required for graduation.
 4. Sciences. A science lab for Lower School students has helped create a positive environment for science. Daily science classes with labs begin in the Middle School. In the Upper School, students choose from Biology, Chemistry, Anatomy and Physiology, Physics, AP Biology, or AP Chemistry. Three lab sciences are required for graduation.
 5. Foreign language. Every student in the Lower and Middle Schools is required to take Spanish. Lower School emphasizes pronunciation, vocabulary, and listening, while Middle School stresses conversation and reading. In the Upper School, the majority of freshmen enroll in Spanish II or III. Latin and German are also offered, and AP Spanish is available as needed. Two credits of one language are required.
 6. Fine Arts. All Lower School students receive vocal music instruction two to three times per week, and they are provided an art class for one 45-minute period weekly. Band and Keyboard are available after school. In Middle School, vocal music is required of all students, and elective offerings include Band, Sculpture, Drawing, Photography, and Guitar. In Upper School, student electives include Drama, Choir, Band, Forensics, and Art. Half of a credit is required for graduation.
 7. Physical Education/Health. All students through eighth grade are required to be enrolled in physical education, and in the Upper School students must take Physical Education/Health for one year. An extensive athletic program, including intramurals for students 3rd – 6th grades, is available after school. One credit is required for graduation.

2a. When The Independent School opened its doors in 1980, it was with the understanding that the best way to teach reading was by implementing phonics. Since the Open Court reading series was phonics based and because it was based on good solid literature, it was adopted. Through the years, teachers have adapted some other techniques for teaching reading, but the predominant phonetic approach has remained. In 2002, Saxon phonics was added to the Open Court program to provide an even stronger emphasis on phonics and to help the students with learning differences who were enrolled in the school.

Several years ago, a Wichita business began helping families with children who had learning differences, particularly but not exclusively, dyslexia. Their multi-sensory teaching is based on the alphabetic phonics program, which has been the perfect complement to our program. Through the use of phonics we have been able to challenge our children and help those who are learning differenced.

In addition to teaching phonics, teachers emphasize reading well-reviewed literature. The Accelerated Reader program (a required part of our Lower School program) rewards students for reading literature beyond what they would normally read, every grade level has mandatory summer reading, and teachers employ best practices for integrating reading in all subjects. Additionally, students have access to a learning laboratory designed for those students who struggle with reading and mathematics. This lab provides space for one-on-one tutoring, and the tutors work directly with teachers to make sure the students are making progress. Through teacher guidance and parental cooperation, the students have been very successful with the reading approach.

2b. By the time students reach the Middle and the Upper Schools, the great majority of them read well. For that reason, the school has an accelerated reading program with a strong emphasis on classical and prize-winning literature. There is also a strong vocabulary presence, which includes having students use the Sadlier vocabulary series beginning in fourth grade. Traditional grammar along with numerous writing opportunities complete our language arts curriculum.

Students in the Middle School read a variety of novels for both content and analysis. These books range from grade level to above-grade level in difficulty, peaking with A Tale of Two Cities. By offering a variety of ability levels, students capture the essence of reading for fun, and they also learn to identify the deeper messages conveyed in numerous books. Upper School freshmen are required to enroll in a two-hour Humanities course, which includes art history, a survey of world religions, and a speech component. In Humanities, after reading at least ten classic novels, students write numerous papers, deliver four oral speeches, and produce creative work to help them synthesize what they learned. Courses in American Literature, British Literature, and World Literature, along with AP options and Creative Writing and Publications electives round out the difficult, but satisfying, curriculum.

Despite the emphasis on classical literature, some students find the reading difficult. For that reason, teachers offer one-to-one tutoring and provide accommodations as needed. For students who have been identified as dyslexic, readers, note-takers, or tape recorders are encouraged; and it is not unusual for students to have tests read aloud to them.

3. Since the mission of The Independent School is to provide a superior, college-preparatory curriculum, a strong mathematics program is mandatory. Not only are colleges demanding a greater understanding of mathematics, but society in general is also demanding students with a good proficiency for math. Although the State of Kansas only requires two units of mathematics for high school graduation, The Independent School requires three. Because of this requirement, most students graduate from the Upper School with a minimum of Pre-Calculus on their transcript.

Beginning in kindergarten, students begin learning their basic mathematics facts, while studying patterning, graphing, and problem solving. By the end of 5th grade, students are expected to be able to add, subtract, multiply, and divide in whole numbers, fractions, and decimals; they should have a good grasp of geometric and algebraic concepts as well as being able to solve age-appropriate problems. The Middle School allows for higher-level students to work more quickly while giving time to those students for whom math is a challenge. By 7th grade, some of the Middle School students attend Upper School mathematics classes. Upper School classes range from Algebra I to AP Calculus and AP Statistics.

At least one-third of each senior class is enrolled in either AP or regular Calculus. If a senior does not want to take Calculus, enrollment in College Algebra is encouraged, which will give the students four units of math. Sending strong mathematicians to college will only serve our students well. In addition to a strong mathematics program, students are offered a variety of opportunities for competition. The Math Counts team has been wildly successful, and the Upper School mathematicians compete in two or three State or National contests throughout the year.

4. Since most teachers at the school have many years of experience, they usually employ a variety of best-practice teaching methods. Using multiple methods of presentation, including multi-sensory experiences, and providing numerous opportunities for practice and application allow for students to be successful. Hands-on and multi-sensory teaching is not reserved for Lower School students, and teachers throughout the school are encouraged to keep students active and engaged. Problem solving, higher order thinking skills, and the use of Bloom's taxonomy is practiced; and high expectations, encouragement, discipline, and consistency are instructional requirements.

Emphasis on daily practice (homework) is essential for students to learn, and students are expected to bring their completed homework on a daily basis. Those students who do not do so are expected to complete it during the day. When students are having difficulty, teachers are available before and after school, during lunch, and at other times to help. Tutoring for students is available and expected, and many students take advantage of this opportunity. Teachers also provide home phone numbers and e-mail addresses for students.

Finally, although it is not an instructional strategy per se, frequent communication with parents is imperative. Whether the student is high- or low-functioning, parent communication is vital to their education. When parents are informed, their students perform better.

5. Professional development activities have been vital to the success of students. For the past five years, the emphasis has been on teaching so that all students can learn. With the help of some experts in Wichita, teachers have learned through a simulation experience what it is like to have a learning difference. Through a series of workshops they have learned how to make accommodations without lowering student expectations and how to present lessons so that all students make the connection. In addition, they have learned about Attention Deficit Disorder and how to work with identified students.

Teachers have created a State-approved Professional Development program which entails an active Professional Development Council that has set professional development goals based on student improvement. This committee sponsored an in-service day in March, 2004, that was targeted towards issues of teacher request. One teacher, a former lawyer, presented a program on privacy issues within the classroom. Other sessions that day included sharing teaching techniques, use of technology for the classroom, and copyright law. This day was well-received among the staff and will be repeated in the future.

The impact of professional development activities has been stunning. Teachers have been observed putting into practice the concepts that they learned in the various workshops, and the emphasis on using numerous teaching strategies has been quite effective in improving student learning.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): North Central Association; Kansas Association of Independent and Religious Schools.

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes xx No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3153</u> K	\$ <u>5450</u> 1 st	\$ <u>5450</u> 2 nd	\$ <u>5450</u> 3 rd	\$ <u>5450</u> 4 th	\$ <u>5450</u> 5 th
\$ <u>6827</u> 6 th	\$ <u>6827</u> 7 th	\$ <u>6827</u> 8 th	\$ <u>7160</u> 9 th	\$ <u>7160</u> 10 th	\$ <u>7160</u> 11 th
\$ <u>7160</u> 12 th	\$ <u> </u> Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 6312
5. What is the average financial aid per student? \$ 3362
6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? 8.9 %
7. What percentage of the student body receives
scholarship assistance, including tuition reduction? 16.9 %

**THE INDEPENDENT SCHOOL ASSESSMENT DATA REFERENCED AGAINST
NATIONAL NORMS**
Without Subgroups

Stanford-9 Test
Edition S using 1995 norms
Harcourt Educational Measurement

Scores are reported as percentiles.

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
Grade 3			
Reading total mean percentile	83	85	84
Mathematics total mean percentile	83	88	87
Number of students tested	58	43	51
Percent of total students tested	100%	100%	100%
Number of Students Excluded	0	0	0
Grade 4			
Reading total mean percentile	92	91	91
Mathematics total mean percentile	95	92	90
Number of students tested	41	48	50
Percent of total students tested	100%	100%	100%
Number of Students Excluded	0	0	0
Grade 5			
Reading total mean percentile	88	88	85
Mathematics total mean percentile	91	90	88
Number of students tested	50	48	59
Percent of total students tested	100%	100%	100%
Number of Students Excluded	0	0	0
Grade 6			
Reading total mean percentile	84	83	89
Mathematics total mean percentile	89	89	91
Number of students tested	55	79	67
Percent of total students tested	100%	100%	100%
Number of Students Excluded	0	0	0
Grade 7			
Reading total mean percentile	82	86	82
Mathematics total mean percentile	92	88	86
Number of students tested	81	60	72
Percent of total students tested	100%	100%	100%
Number of Students Excluded	0	0	0
Grade 8			
Reading total mean percentile	84	84	80
Mathematics total mean percentile	93	88	89
Number of students tested	57	63	68
Percent of total students tested	100%	100%	100%
Number of Students Excluded	0	0	0

**UPPER SCHOOL ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS**

PSAT Test
College Board

Grade 11 Scores	2004	2003	2002	2001
Verbal average score	53.2	53.3	53.1	54.6
Mathematics average score	55.6	53.9	52.8	55.1
Number of Students Tested	52	47	48	51
Percent of Students Tested	96%	100%	96%	93%
Grade 10 Scores				
Verbal average score	50	47.6	50.6	48.4
Mathematics average score	51	49.9	52.3	49.8
Number of Students Tested	44	55	52	45
Percent of Students Tested	100%	96%	98%	100%
Grade 9 Scores				
Verbal average score	45.1	44.7	44.8	44.5
Mathematics average score	48.1	45.5	46.8	45.9
Number of Students Tested	47	47	62	55
Percent of Students Tested	98%	96%	98%	98%

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

ACT Test
ACT Publisher

Grade Level 12

	2003/2004	2002/2003	2001/2002
School Scores			
Average ACT Reading	24.04	25.71	25.5
Average ACT Mathematics	23.78	24.71	23.2
Number of students taking ACT test	50	46	31
Percent of students taking ACT test	94%	88%	88.5%
Number of students taking either ACT or SAT test	52	52	34
Percentage of students taking either ACT or SAT test	98%	100%	97%

MATHEMATICS STATE ASSESSMENT DATA

	2004	2003	2002	2001
Month Tested	Feb/March	Feb/March	Feb/March	Feb/March
Grade 4 School Scores				
% At or Above Proficient	92.2	96	87.8	88.9
% At or Above Advanced	80.4	77.6	53.1	68.5
% At or Above Exemplary	33.3	42.9	20.4	44.4
Number of students tested	51	49	49	54
Percent of total students	100%	100%	100%	100%
Number of students excluded	0	0	0	0
State Scores				
% At or Above Proficient	72.1	73.6	67.6	67.2
% At or Above Advanced	49.6	52.4	45.5	42.1
% At or Above Exemplary	20.7	23.1	18.2	16.8

Grade 7 School Scores				
% At or Above Proficient	93.2	80	78.9	78.2
% At or Above Advanced	75.6	51.7	53.1	42
% At or Above Exemplary	43.2	20	15.2	21.7
Number of students tested	74	60	66	69
Percent of total students	100%	100%	100%	100%
Number of students excluded	0	0	0	0
State Scores				
% At or Above Proficient	65.4	60	56.7	57.4
% At or Above Advanced	43.7	38.5	35.5	35.3
% At or Above Exemplary	19.5	16.6	14.5	14.9
Grade 10 School Scores				
% At or Above Proficient	77.4	74	62.8	81.2
% At or Above Advanced	60.4	42	34.9	37.8
% At or Above Exemplary	41.5	32	23.3	17
Number of students tested	53	50	43	53
Percent of total students	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
State Scores				
% At or Above Proficient	50.3	45.6	44.3	44.5
% At or Above Advanced	30.1	26.3	25.1	24.3
% At or Above Exemplary	17.2	14.4	13.3	13.2

Cutoff scores for the State of Kansas Assessment Tests are not published on the State of Kansas websites. The cutoff score for 10th-grade mathematics to place a school in the top 10% of the state is 73.9% (see attached e-mail).

READING STATE ASSESSMENT DATA

	2004	2003	2002	2001
	Feb/Mar	Feb/Mar	Feb/Mar	Feb/Mar
Grade 5 School Scores				
% At or Above Proficient	92.2	87.8	91.4	98.1
% At or Above Advanced	80.4	69.4	72.4	73.6
% At or Above Exemplary	33.3	28.6	37.9	28.3
Number of students tested	51	49	58	53
Percent of total students	100%	100%	100%	100%
Number of students excluded	0	0	0	0
State Scores				
% At or Above Proficient	72.1	68.39	63	64.3
% At or Above Advanced	49.6	46	40	40
% At or Above Exemplary	20.7	18.6	15.1	14.4

Grade 8 School Scores	2004	2003	2002	2001
% At or Above Proficient	87.7	88.6	87.8	88.6
% At or Above Advanced	57.9	60.7	46.9	52.9
% At or Above Exemplary	15.8	11.5	13.6	14.3
Number of students tested	57	61	66	70
Percent of total students	100%	100%	100%	100%
Number of students excluded	0	0	0	0
State Scores				
% At or Above Proficient	75.1	70.6	66.8	66.7
% At or Above Advanced	46.5	42	67.8	36
% At or Above Exemplary	12.1	10.7	8.8	

Grade 11 School Scores				
% At or Above Proficient	92.9	76.7	88.2	79.4
% At or Above Advanced	50	63.9	70.6	53.8
% At or Above Exemplary	19	36.2	31.4	17.9
Number of students tested	42	47	51	39
Percent of total students	100%	100%	100%	100%
Number of students excluded	0	0	0	0
State Scores				
% At or Above Proficient	62.4	60.7	56	55.6
% At or Above Advanced	37.3	36	31.7	29.5
% At or Above Exemplary	12.9	12.2	10.3	10.3

The cutoff scores for 11th grade reading for students at proficient or above is 67.7% (see attached e-mail).

SENIOR ACT SCORE COMPILATION

Student #	Mathematics	Reading	Student #	Mathematics	Reading
1	16	18	26	20	22
2	18	24	27	24	21
3	16	13	28	25	19
4	28	29	29	27	29
5	24	28	30	30	25
6	21	18	31	24	31
7	34	35	32	16	21
8	23	25	33	27	26
9	23	22	34	26	27
10	30	25	35	24	24
11	26	28	36	34	26
12	28	25	37	27	33
13	35	26	38	29	27
14	28	27	39	23	28
15	25	23	40	16	20
16	25	21	41	12	18
17	22	21	42	16	15
18	25	20	43	25	25
19	23	21	44	29	29
20	17	22	45	19	19
21	17	26	46	22	29
22	20	16	47	27	29
23	26	29	48	26	24
24	25	29	49	20	20
25	27	30	50	19	14

Total mathematics 1189

Total reading 1202

Average mathematics ACT 23.78

Average reading ACT 24.04